

PUBLIC GOODS AND SERVICES MAP

Performance Standard (15E/17A).C

Draw a map of the neighborhood around the school using icons to identify physical and human characteristics and public goods and services.

- *Knowledge:* identify places that have public goods and services and physical or human characteristics.
- *Reasoning:* show the meaning of public goods and services and physical characteristics through the use of icons; to
- *Communication:* draw a map that is organized and detailed to show the locations of physical characteristics and public goods and services in the area.

Procedures

1. ***In order to understand the impact of government policies and decisions on production and consumption in the economy (15E), and locate, describe and explain places, regions and features on the Earth (17A),*** students should experience sufficient learning opportunities to develop the following:
 - Identify governments as the providers of public goods and services,
 - Describe examples of public goods and services in the community or state, and
 - Draw a sketch map of the community, which shows it's physical and human characteristics.
2. Give a definition for physical and human characteristics and discuss some examples of each. Start a list of examples on chart paper.
3. Identify goods and services that are provided by the government of the community and discuss some examples of each (e.g., public safety, public utilities, transportation, maintenance, education, recreation). Start a list on examples on chart paper.
4. Take a walk around the school neighborhood and look for examples of public goods and services or brainstorm where these might exist in the community.
5. Chart some of the physical and human characteristics seen by the students and some of the public goods and services seen by the student.
6. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
7. Have students draw a map of the neighborhood around the school on 11x17 drawing paper and give it a title.
8. Have students draw icons/pictures of several physical or human characteristics of the area.
9. Have students draw icons/pictures of several public goods and services in and around the school neighborhood.
10. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge:* the map is representative of the area and is accurate.
 - *Reasoning:* the icons for the goods and services and for the physical and human characteristics show the meaning of each.
 - *Communication.* the information on the map is well-organized and well-detailed to accurately, completely and effectively communicate the knowledge and reasoning.

Examples of Student Work follow

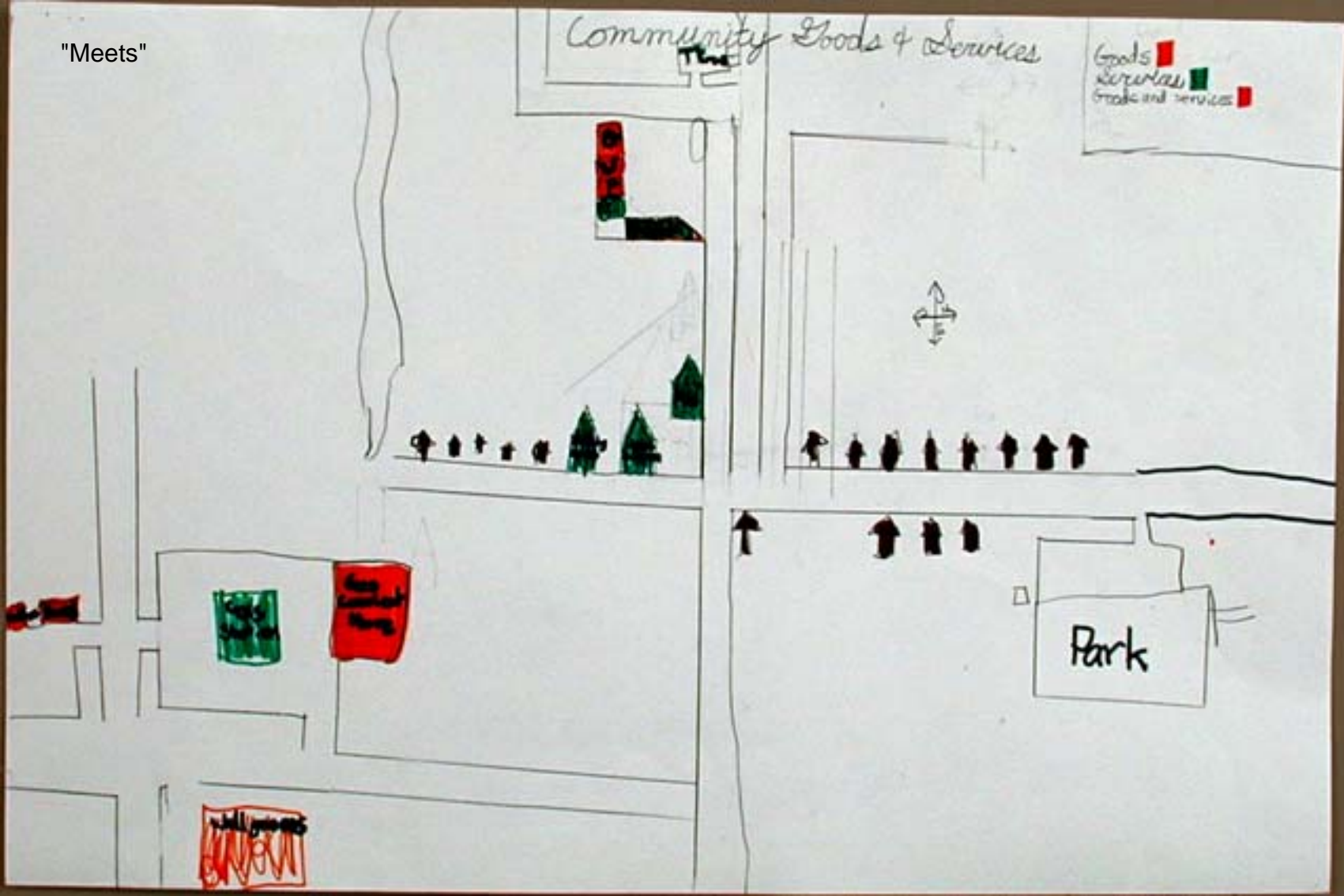
Time Requirements

- One – forty minute period for the walk
- Two – forty minute periods for discussion and mapping

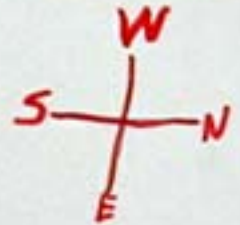
Resources

- 11x17 Drawing paper
- Pencil, crayons, markers, colored pencils
- Chart paper or board space
- Pictures to show students of some physical and human characteristics of a place
- Pictures to show students of some good and services provided by governments
- Social Science Rubric

"Meets"



"Exceeds"



Community goods and services

MAP KEY

Goods	Red square
Services	Green square
Goods and services	Red and Green square

